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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC  
H Q A  
HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

## EXTERNAL EVALUATION REPORT

# TEI of EPIRUS

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Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Ταμείο Περιφερειακής Ανάπτυξης

Επιχειρησιακό Πρόγραμμα  
Ανάπτυξη Ανθρώπινου Δυναμικού,  
Εκπαίδευση και Διά Βίου Μάθηση

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



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ENQA  
EUROPEAN ASSOCIATION  
FOR QUALITY ASSURANCE  
IN HIGHER EDUCATION

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## ***1. EXTERNAL EVALUATION COMMITTEE***

The Committee responsible for the External Evaluation of the Technological Education Institution of Epirus (TEIEP) comprised the following five (5) expert evaluators drawn from the Registry kept by the HQA in accordance with Law 3374/2005 and the Law 4009/2011:

1. Prof. Spyros Economides (Chairman)  
California State University, USA
  
2. Prof. Emer. Dionyssis Kladis  
International Expert
  
3. Prof. Emer. George Yadigaroglu  
ETH Zurich, Switzerland
  
4. Mr. Manolis Stratakis  
Innobatics, Greece
  
5. Prof. Panos Soultanas (BSc, PhD, FRSB, CBiol)  
The University of Nottingham, UK

*N.B. The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; the Committee's reply to those questions is meant to provide a general outline of issues that need to be addressed.*

## **2. INTRODUCTION**

### **2.1 The External Evaluation Procedure**

- Dates and brief account of the site visit
- Whom did the Committee meet?
- List of Reports, documents, other data examined by the EEC
- Groups of teaching and administrative staff and students interviewed
- Facilities visited by the EEC

The first session of March 21, 2016 was a meeting between the EEC members and the Hellenic Quality Assurance and Accreditation Agency (HQA / ADIP) representative, Professor Ioannis Gerothanasis, Vice President of HQA / ADIP Council at the hotel. Professor Gerothanasis' detailed presentation discussed the HQA mission and outlined guidelines and expectations of the agency regarding the process and the report for the TEIEP external evaluation. He explained that among other goals of the external evaluation report, are to raise the self-awareness of the institution, to encourage the existence of a quality culture and raise the notion of its accountability to the public. In this interactive discussion mode, the EEC members had the opportunity to ask questions and obtain clarifications about the evaluation process. Professor Gerothanasis made his presentation available to the EEC members in both paper and electronic form.

Following this meeting, the EEC members were transported to the main campus of TEIEP located in the town of Arta in North Western Greece. They were greeted by the President, Professor Evripidis Glavas. They all proceeded to their first meeting at the conference room of the Library building, joined by Vice President Professor Ioannis Ganas and Vice President Professor Anastasios Tsinas. The President gave a presentation on the institution's structure, mission, vision and goals, strategies and the perceived strengths and weaknesses.

TEIEP has five faculties and eight departments located in four cities. The main campus of the city of Arta has the School of Agricultural Technology and Food and Nutrition Technology with the Department of Agricultural Technology, the School of Arts that has the Department of Traditional Music and the Faculty of Applied Technology, in effect the Department of Computer Engineering.

The city of Ioannina hosts the Faculty of Health and Welfare Professions, organized in the departments of Nursing, Early Childhood Care and Education and Speech and Language Therapy.

The Faculty of Management and Economics includes the Department of Business Administration in the city of Igoumenitsa and the Department of Accounting and Finance in the city Preveza.

President Glavas stated that the mission of TEIEP is compatible with the mission statement as mandated for all TEIs in the country by article 4 in the law N.4009/2011. Within this legislative framework, TEIEP has incorporated its vision of two alternative plans, not necessarily mutually exclusive: The preferred Plan A is to pursue a merger with the University of Ioannina as a single institution with complementary strengths. Being cognisant of the resistance and the obstacles for such a plan to be accepted by the Greek Ministry of Education, a more realistic Plan B for TEIEP is to become the best regional TEI in the country by relying on some of the perceived unique capabilities and strengths of the demographics and job market in its region. As such, for Plan B to be attainable the President feels that three key goals must be implemented: (a) To create an Agricultural

and Food Science Technological Park (Agri-Food Tech Park) in the land owned by the institution, (b) to establish a department of Food Technology in cooperation with the University of Ioannina and (c) establish an entering study track of “Applied Foreign Languages (basically English) in Management and Economics” in the Business Administration Department. In discussing the components comprising the overall institutional strategy, the President addressed specific strategic goals (included in the mission-vision-goals document) in the areas of organizational development, research, financial management, infrastructure, environment, interaction with the community and local businesses, internationalization, student welfare and support. Finally, he addressed some strengths of TEIEP, such as academic programs tailored to the local job market, experienced research teams for the pursuit of research grants and economic development programs, the existence of many forms of cooperation with other institutions of higher education, private industry and the public sector. Some of the weaknesses cited were the lack of sufficient permanent and temporary teaching staff and the constantly reduced annual budget.

The next meeting was with members of the Quality Assurance Unit (QAU / MODIP) President and members. Some of the issues discussed in this meeting were: (a) the successful implementation of recommendations for improvements that were highlighted by prior external evaluations for some of the departments of TEIEP, (b) the problems that have been encountered by QAU / MODIP in the implementation of the student evaluations and some corrective actions under consideration, (c) the consideration of possible enhancements that can be embedded in the quality assessment process for some of the institution’s practices by applying well known methodologies and metrics of the Quality Control discipline, (d) the status and further development of the computerized modules utilized by QAU / MODIP, such as the student evaluations management and analysis module.

The EEC took a lunch break at the student cafeteria of the Arta campus where it had the chance to observe the facility and experience the services at the same time. The EEC was quite impressed with the food quality, the service as well as the environment of congeniality and hospitality.

The first EEC activity of the afternoon was a visit to some of the TEIEP institutional units and facilities.

The institutional units visited were:

1. The Office of Student Care and Welfare including the “First Aid Spot” for student emergency health care and other health issues.
2. Employment and Career Unit managing student placement in internships and supporting students in career counseling matters.

The organized laboratories visited were:

A. Laboratories of the Department of Agricultural Technology

1. Laboratory of Plant Health
2. Laboratory of Agricultural Engineering and Natural Resources Management
3. Laboratory of Animal Health – Food Hygiene and Quality

Short presentations were given by staff members of these laboratories and the EEC inspected the equipment and was informed on the caliber of investigative work and results produced in these laboratories. Unfortunately, a visit to the Laboratory of Biophysics, Biochemistry, Bioprocessing and Bio-products had to be cancelled in the interest of keeping up with the EEC schedule.

B. Laboratory of the Department of Traditional Music

During this visit, a studio of live music recordings was observed and a student music group gave a brief performance based on a modern adaptation of an old Greek traditional song.

C. Laboratories of the Department of Computer Engineering

1. Laboratory of Knowledge and Intelligent Computing
2. Experiential Laboratory of Telecommunications Historical Evolution which may be the start of a possible historical museum for this technology on the campus

Next the EEC met with the President and the Administrative Council of TEIEP which has the responsibility of advising and overseeing the actions and decisions of the Central Administration. Council members stated their opinion and action items for institutional matters such as tracking and updating the goals of the institution, tracking and monitoring the budget, actively pursuing the enhancement of the institution's image in the community, the adoption of tuition fees for graduate students, the certification of certain laboratories, the reduction in the operational budget expenditures, the increase in the influx of research funds and the continuing support for student meal subsidies.

The next meeting was with the Deans of the faculties of Health and Welfare Professions and Applied Technology and their departmental heads. Two issues of common concern were brought up.

1. The establishment of graduate programs for all departments
2. The ability to offer Doctorate degrees to enhance and strengthen their research quality and capabilities.

Individual academic units stated their own particular goals such as expanding their extroversion within the immediate regional area, to encourage cultural activities based on volunteer work, expand and increase their ERASMUS and Adult Education program participation, adopt and expand on-line delivery of courses for students and the community at large and offer graduate degrees in conjunction with institutions of higher education with other European countries.

The last meeting of the day was with the departmental quality assurance group (IEG / OMEA) during which the coordination and interworking relationship with the institutional group QAU / MODIP was described while the compatibility and duplication of duties of both groups at different levels was described.

The first meeting for the EEC the next day was with representatives of academic teaching personnel and specifically from the departmental representatives of the Faculty of Health and Welfare Professions (3 departments) and the Faculty of Applied Technology (1 department). The representatives from the departments in the Faculty of the Health and Welfare Professionals reported on the recommendations they received as a result of their recent external evaluation. They stated that the previous EEC recommended that:

1. They establish graduate degree programs
2. Revise and update their program studies in the light of staff reductions that they have experienced
3. Improve their research activities by establishing more formal cooperation with compatible departments of the University of Ioannina since they are located in the same city
4. Establish an "in-house" clinic facility within the department for the provision of more focused care
5. Attempt to retain capable temporary instructors for longer periods of time to ensure better continuity.

The representative from the Early Childhood Care and Education Department reported on the specific recommendation received as a result of the external evaluation, that is, the department should review its study program to clarify and ensure the particular child age group that they are legally authorized to work with.

The discussion with the representatives of the Computer Engineering Department indicated the department is actively involved in the development and support of the institution's information systems and has considerable activity providing service and support to the community. Also, individual members of the department each voluntarily undertakes the mentorship of a small group of new students to assist in their development and guidance in the program. The teaching staff individually and collectively have on-

going research activities, some of which have resulted in product prototypes that have been cited and are worth of patent registration. All faculty members participating in this meeting expressed their satisfaction with the progress of their personal development.

Next was an interesting meeting with a group of undergraduate students representing the same departments mentioned above. Within the context of the institutional quality control process, most of the discussion was devoted to the design, implementation and use of the student evaluations of teaching personnel and courses. The extremely low participation of the students in this process was cited as of great concern. A number of reasons for the low participation were cited by the students, such as the complexity of the evaluation forms, the issue of anonymity and others, while a number of remedies, such as the timing and the manner in which the evaluations are conducted were suggested by both the students and the EEC members. Aside of this problem area, the students without exception indicated their satisfaction regarding the quality of instruction and the support they receive from the instructors, the administrative personnel and the various student support mechanisms in existence on an institutional level.

The next meeting was with the Central Administrative Directors, fourteen members representing a variety of functional areas of responsibility. Considerable discussion was devoted to TEIEP's budget structure, budget management and control as well as problems faced under the current difficult economic conditions. The administrative officer in charge explained and clarified questions from the EEC members among which were the explanation of the budget reserve on hand, the management of the institution's property holdings and others. Administrative officers from other functional areas gave brief accounts and statistical information relative to their responsibilities. Of particular interest to the EEC were the activities of the Student Support, the degree of involvement in the information systems implementation and integration by the Computer Engineering department and the Office of Student Employment and Career orientation activities.

After a lunch break the EEC met with a group of graduate students representing all departments of the institution. All graduates present, some of whom are employed, indicated that their undergraduate program training was relevant to their professional career. They were all extremely satisfied with the guidance and close personal interaction that they had with the instructors. These students that completed thesis work enjoyed the research and they all felt that the establishment of tuition fees for graduate programs is a worthwhile investment for their careers and the sustainability of the programs. These students that were not working indicated confidence about their prospects of future employment.

The next meeting was with alumni, a number of whom were employed. Two successful graduates employed in Ireland at important business positions participated via SKYPE. They echoed similar opinions and comments, just like the current graduate students, concerning their academic experience and their preparation for the job market. They expressed the wish for the establishment of doctorate degree programs. In the context of institutional quality control processes, a couple of them who recalled a previous external evaluation of their respective departments, also recalled that there was a follow up implementation by the departments based on the previous EEC recommendations.

The last meeting for the day was with prominent governmental, business and industry leaders of the region in which TEIEP is located. The discussion highlight was the synergy, cooperation and alliances that could be formed between TEIEP and these stakeholders with mutual benefits for both, taking advantage of the natural characteristics of the region. Of particular interest was the keen interest and indication of support by the regional governor to provide financial support through the availability of ESPA regional funds and to facilitate the procedural and bureaucratic processes for the implementation of the Agri-Food Tech Park project incorporated in the TEIEP strategic developmental plans. The Vice Regional Governors suggested that TEIEP and the Region should join efforts in submitting projects together for funding by European programs, which will benefit the regional economy and reduce the administrative cost. The Deputy Rector of the University of Ioannina indicated that he would be in favour of the two institutions merging together to take advantage of common strengths and achieve reductions in overhead budgets. Most



importantly, he referred to a five-year strategic plan of the region for research innovation and entrepreneurship in the areas of Agricultural Nutrition, Health and Welfare and Tourism for which there is an anticipated ESPA grant of over 6 million euro and in all three entities could participate in. The Deputy Director further noted that, among other things, there exists cooperation between the two institutions via two research programs associated with two research companies located in the Technical Park of Ioannina. This research effort has resulted in a medical diagnostic product for a human liver disease. There were a number of cooperative activities with mutually beneficial tangible results that were given as examples by business executives present in the meeting. The examples related to projects involving the Nursing Profession, the Early Childhood Care and Education discipline, the poultry industry, the pork meat processing industry and the dairy industry.

The next day the EEC was driven to the town of Preveza, the location of the Department of Accounting and Finance. The Departments of Agricultural Technology (Arta) and Business Administration (Igoumenitsa) joined the meeting. The first observation of the EEC was the nice new facilities and infrastructure at this location.

The first meeting was with the Deans of the Faculties of Management and Economics and Agricultural Technology and their department heads. The initial comments by the Dean referred to the difficulties arising by the remotely located student dining facilities and the limited student accommodations availability, also located at an inconvenient remote location. It was mentioned that negotiations are under way with the Naval Academy located nearby to develop common residence facilities with TEIEP proposing to invest its own funds for needed renovation.

The head of the Accounting and Finance Department first talked about issues and strategy in various domains of interest. In the instructional domain he reported on the activities of two laboratories, one dealing with tax evasion studies and the other with Greek accounting standards. He mentioned the wide acceptance and respect that their graduates enjoy by the local accounting professionals market and their ability to obtain the Public Accountant certification to exercise their profession. He also reported that there are a number of active committees in the department for monitoring the building infrastructure and the immediate environment accompanied by good practices of paper reduction, the interaction with the local community and the student plagiarism cases in the student report writing. It was pointed out that there is student participation in the development and revision of study programs.

The Business Administration Department in Igoumenitsa reported on the difficulties it faces as a result of the changes in its curriculum and study programs that were imposed by the Ministry of Education Athena Plan. Specifically, they regret the elimination of the Department of Foreign Languages Applied In Business and Economics which was converted into a cluster of upper level (beyond the fourth semester) courses within the Business Administration program of studies. They feel that the loss of this departmental unit resulted in losing the academic niche they had related to entering students in terms of choosing their program. Similar concerns were voiced by the Head of the Department of Agricultural Technology. In this case the Departments of Floriculture-Landscape Architecture, Crop Production and Animal Production were consolidated into a single Department of Agricultural Technology and instead they became upper level clusters (beyond the fourth semester) under the same names in the newly formed department. This created a problem for the new graduating students because they lost their professional rights to practice, a privilege that was duly recognized under the previous departmental structure. Both departments reported similar problems with the student evaluations as did the departments on the other locations.

The next meeting of the EEC was with the OMEA departmental representatives. They advocated the establishment of Doctoral degrees and the merging of TEIEP with the University of Ioannina. For the Department of Agricultural Technology, the OMEA representatives reported implementation of the recommendations of the previous EEC, which were the strengthening of the departmental cooperation with other foreign institutions and increased participation in the ERASMUS programs. The OMEA team for

the Accounting and Finance Department stated the need to keep the personal information records of both academic and administrative staff up to date.

The next meeting of the EEC was with the faculty members of the departments. Again there seemed to be an insistence on the need for Doctoral programs and the understanding that stronger relationships must be pursued with the community and the region's stakeholders. They all commented on the adverse impact that the inadequate academic staffing has on the programs and the students. The Department of Agricultural Technology representatives mentioned that they have also gone through a previous external evaluation that resulted in recommendations for expanding relations, cooperation and communications with relevant international agricultural organizations. Another recommendation was to revise the teaching methods to incorporate more practical training (internships) of the students, involve more students in research oriented activities and establish on-line delivery of some courses that are mostly lecture based so that the students can devote more time to field and laboratory learning activities.

The meetings of the day concluded with a session with students, all undergraduates, who provided their feedback on issues of concern. The students of the Arta campus voiced their dissatisfaction about various problems with the service of city buses including schedules and cost and also about the inconvenient distance between the campus and dining facility. Students from the Igoumenitsa location were dissatisfied with the service they receive from the departmental administrative office. Students from the Preveza location echoed once again the inadequate and inconveniently located residence facility. One student of the Agricultural Technology Department pointed out the lack of career advising to the students before they graduate from the secondary school level so that they can make better decisions before starting their college careers. On the other hand, all students without exception voiced their satisfaction about the good quality, congeniality, and eagerness to assist and advise. They also seemed to feel satisfied and well prepared from their programs of study.

At this point the EEC concluded its visit and withdrew to start the writing of the external evaluation report.

The visit took place in a highly professional but equally cordial and collegial atmosphere. The Committee members are unanimous in wishing to express in writing their gratitude and appreciation to all the Faculty and Staff of the Department for their excellent hospitality and help with all aspects of the evaluation visit and to HQA for the logistical support.

<i>Please decide in respect to the specific evaluation area (&amp;2.1):</i>	Tick
<b>Worthy of merit</b>	X
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The organisation of the visit was exceptional. The EEC had the opportunity to meet and talk to a wide range of representative academic, administrative staff and students (both undergraduates and postgraduates) as well as representatives from the local community, business, industry, local and regional government officials. The EEC also had the opportunity to visit facilities at two campuses. Departments from the campuses that were not visited (Igoumenitsa and Ioannina) were more than adequately represented at various meetings.

## 2.2 The Self-Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence provided and reviewed
- The extent to which the objectives of the internal evaluation procedure have been met by the Institution
- Description and Analysis of the Self-Evaluation Procedure in the Institution
- Analysis of the positive elements and difficulties which arose during the self-evaluation procedure
- Whether the self-evaluation procedure was comprehensive and interactive

The Internal Evaluation Report (IER) was given to the EEC team by the HQA in advance for review. It covered the academic years 2009 to 2014 and was major point of reference during the discussions. A comprehensive update document for the academic period September 2014 to February 2016, was given to the EEC electronically prior to the meetings accompanied by a handout summarizing the sections of its content. The members of the EEC also used the TEIEP web site as a source of information.

The EEC felt that the IER documents were well written, comprehensive and reflected most of the committee's observations during the ensuing meetings and visits.

There is a well-defined vision statement in the IER, as well as a statement of very ambitious strategic goals. However, there was no information or any supporting evidence about the implementation, at least in the initial short-term horizon.

The IER provides a wealth of information (over 400 pages, including summary tables, and lists of publications) on the institution and addresses all issues and questions posed by the HQA / ADIP. It includes many comments in order to assist in the understanding and clarification of its mostly narrative content but contains very little critical self-evaluation that might lead to an analysis of the positive elements and/or difficulties that may have been identified during the process. There is no indication of student participation in the preparation of the IER. It would have been useful to include a detailed Table of Contents of the IER to facilitate its reading and finding the information.

<i>Please decide in respect to the specific evaluation area (&amp;2.2):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

Justify your rating:

Despite some shortcomings of the IER (see detailed comments above) the EEC felt that the overall process of self-evaluation was conducted professionally and thoroughly.

### **3. PROFILE OF THE INSTITUTION UNDER EVALUATION**

#### **3.1 Institutional Governance, Leadership & Strategy**

##### **3.1.1 Vision, mission and goals of the Institution**

- What are the Institution's mission and goals
- Priorities set by goals
- How are the goals achieved
- Procedures established by the Institution to monitor the achievement of goals
- What is your assessment of the Institution's ability to improve

The TEIEP is located today in four different and geographically rather remote campuses (Arta, Ioannina, Igoumenitsa and Preveza and has five schools (three in Arta, one in Ioannina and the last one with departments both in Igoumenitsa and Preveza) which are subdivided into eight departments (three in Arta and three in Ioannina) and one in the other two campuses.

This very recent development is the last one in a long and complex history of reorganizations, creations of new departments, abolitions, geographical moves or fusions of old ones that seems to have happened sometimes in a haphazard way, mainly directed by the Education Ministry. The character and present state of the Institution has to be seen and understood in this light. The present structure of the TEIEP may not be homogeneous but seems to serve well the regional needs.

The mission of the Institution as a whole was not found stated in the documentation provided, but the IER states that it is legislated to be that of all similar TEI's in Greece, and is stated in Section B.3 of the IER. The draft of a Statute Plan prepared by the TEIEP in 2014 states as its mission "to provide high-quality education to its students and to conduct research having international impact and recognition."

The TEIEP has provided the EEC with a statement of vision and a set of goals. The Vision Statement includes a Plan A and a Plan B. Plan A is an ambitious fusion of the University of Ioannina with the TEIEP to arrive at a unique tertiary-level educational institution in the region of Epirus. There are already significant, good collaborations between the two institutions. There are several synergies that are expected to result from a fusion; potential disadvantages were not addressed. *Such a plan requires a discussion of the issues at a national level and consultations at all levels.* Neither the TEIEP nor the EEC entered into the details of Plan A, as the discussions followed on Plan B, the realization of which depends mainly on TEIEP initiatives and efforts.

Plan B states the ambitious but realizable main goal, namely that the TEIEP becomes the leading regional TEI in Greece and includes as general goals serving this vision:

- continuous upgrading of the education provided
- the development of innovating institutional research with emphasis on the needs of Man, the country and the region
- full, consistent and continuous application of the QA system of the institution
- two way interactions and beneficial exchanges with the local community.

*The EEC certainly applauds this vision.*

The discussions often led to the issue of having four different, geographically rather remote campuses; both the advantages and the obvious disadvantages of this dispersion were considered. The stated advantages were the possibility to serve and to have an impact on all four cities where the campuses are located. *The EEC recommends that the issue of geographical separation be continuously reconsidered in all future plans trying to*

*obtain the optimal solutions.*

The set of goals presented to the EEC (partly as an Addendum to the IER submitted to the HQA) includes three top-level institutional goals/actions that were considered by the TEIEP as necessary under all circumstances:

- The creation of an Agri-Food Tech Park in the Arta campus that will link the TEIEP research to the needs of the regional agricultural and industrial production fabric
- The creation of a *Food Technology Department* collaboratively with the University of Ioannina
- The creation of an entering-student-body specialization in *Applied Foreign Languages* (in Management and Economics) rather than the present specialisation option in the higher semesters.

The EEC is pleased to find numerous additional generic strategic goals listed in the IER. As goals they are certainly laudable. Their implementation, even a partial one, will certainly contribute to the improvement of the Institution. *The EEC recommends that priorities and milestones are set so that the gradual implementation of the institutional strategic goals has a chance to become reality.*

Goals in specific areas such as research, finances, and others have been stated in the information provided to the EEC and will be discussed in the following sections of this EER addressing the corresponding issues.

The top-level goals stated above require interactions with numerous stakeholders and consequently their realization is time consuming and does not depend only on the Institution. The traditional ways to achieve these are the actions of the various TEIEP governance bodies, President, Assembly, *ad hoc* committees, etc.

The EEC learned that the various governance units of the Institution are involved in the definition and the implementation of the goals; no particular body has been designated to monitor progress. The QA system that, in the future, will cover both academic and administrative units is discussed in Section 4.

The EEC was impressed by the apparent and ubiquitous dedication of the Faculty and Staff to the institution and their duties. Although there are clearly difficulties to achieve and to improve within the present long-term financial national crisis, they have managed to continue operating normally and to plan for improvements, as shown in the various sections that follow. The Faculty was well aware of the particular institutional strengths within the local regional environment and of the chances to capitalize on these; they were also aware of particular difficulties (such as the geographic split of the TEI in four campuses). *Overall, the EEC feels that the chances of further improvement of the institute are good.* Specific issues related to the top-level goals are discussed in the relevant sections below.

Finally, it is worth mentioning here that the mission and the development of the TEIEP are seriously hampered by the ongoing long economic crisis that has slashed budgets, reduced the numbers of students, etc. *The Faculty seems, however, to have found ways to circumvent some of these problems, finding new, occasionally unconventional – within the Hellenic system – means and ways, and is commendable for this; progress is still planned and has not come to a halt..*

Please decide in respect to the specific evaluation area (&3.1.1):	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

There is an excellent general statement of mission and vision of the institution with very ambitious goals that deserves merit, but there is no evident strategy for its realistic implementation with milestones and steps.

### ***3.1.2 Organizational Development Strategy***

- Effectiveness of administrative officials
- Existence of effective operation regulations
- Specific goals and timetables
- Measures taken to reach goals

The various visits and discussions that took place gave the EEC the impression of a well-organized and dedicated educational body setting as priority the students' welfare and education. No inefficiencies in the administration were detected or mentioned, except for minor complaints about certain services from the students.

Institutional governance is mainly dictated by the standard but often restrictive rules and procedures imposed by the State, such as accounting rules, procurement procedures, personnel procedures, etc. The recently implemented QA procedures are discussed in Section 4.

The EEC was provided with a list of actions that are underway or will be undertaken in the future to address the stated institutional goals. These include:

- New organizational chart for the administration: The detailed, 2014 *Draft Statutes* already prepared and waiting to become a decree, contain a new organizational chart of the administrative services.
- The accreditation of the Special Account for Research funds (SARF or EAKE) by the Hellenic Organisation for Standardisation (ELOT or EAOT) is expected in April 2016.
- A QA system for the administrative and service units is being outsourced and is expected to be operational at the beginning of 2017.

A new fully integrated digital information system has been installed and is expected to become operational during the first semester of 2016. The EEC was told in several occasions that such a well-connected and compatible electronic communication and data sharing system is needed and already partly used, in particular because of the four distinct campuses and that this system allowed streamlined operation in spite of the geographic separation.

The EEC notes as good practice the fully electronic administration of the six-month practical training session, from student application to appointment, reporting, etc.

The continuous education of the administrative staff is maintained. The TEIEP stated that 35 staff members have taken part in at least one seminar the last five years; the granting of educational leaves-of-absence to take part in post-graduate studies has not been granted the last two years; there has been increased participation of the administrative staff to ERASMUS weeks of continuing education (14 cases in the 2014-15 academic year).

<i>Please decide in respect to the specific evaluation area (&amp;3.1.2):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

Certain aspects of the organization such as the ongoing full implementation of QA procedures and digital governance may be worthy of merit; others, such as procurement or personnel rules are in line with common standard practice and are apparently conducted well.

### **3.1.3 Academic Development Strategy**

- Response of the Institution to Faculties and Departments
- Goals and timetables
- Measures taken to reach goals

Plan A of the Vision statement and the second and third of the three top-level goals of the TEIEP listed in Section 3.1.1 are directly related to academic development. The issue of geographic dispersion also affects strongly the delivery of the educational services, as certain synergies between departments and degree programs are not possible and some duplication of effort is inevitable. Furthermore, a strong mission and developmental issue is the implementation of post-graduate studies programmes.

*The EEC was pleased to find out that the students, alumni and employers were very happy with the hands-on approach to education promoted by the TEIEP, as they all felt that by graduation time the students were ready to contribute and that the employment market was offering them good opportunities.*

#### **Undergraduate programmes of study**

The various study programmes offered by the TEIEP are the result of a long, historic development and have been now impacted by the recent reorganization of the TEIEP according to the Athena Plan that moved certain departments or sections around. Consequently, the study programmes today may include not necessarily rational and optimal ones.

The undergraduate study programmes are initiated and planned by the departments and approved by the higher-level instances, as usual in the national institutions of higher learning in Greece. The evaluation and revision of their curricula are again the responsibility of the departments.

As noted above, the geographic separation of the four campuses makes certain opportunities for synergies difficult or impossible to achieve, while there are obvious ones that could have been implemented if departments belonging to the same school were joined at one location.

*The EEC recommends streamlining and optimization of the Study programmes and corresponding Curricula, with the aim of rationalization, taking simultaneously into account the opportunities for reductions in the physical separation of units, and issues such as the professional rights of the graduates, the options offered in the national entering examinations, the opinions of all stakeholders, etc. The expressed interest and institutional goal related to the creation of a Food Technology Department*

*collaboratively with the University of Ioannina could be included in these deliberations.*

The students pay great attention to the professional rights granted by the degrees of particular programmes of study. The acquisition of such rights follows a complex procedure where several stakeholders external to the Institution are involved and occasionally gets into a dead-end. *The EEC recommends that the TEIEP continues its efforts regarding professional rights and mobilizes all stakeholders to arrive at the desired result, as this may be crucial in certain professions that the graduates are entering.*

The EEC has noted with satisfaction the existence of certain rather unique niche positions in education of the TEIEP such as the presence – and novel approach – of the Department of Traditional Music emphasizing its relation to society and the presence and community-oriented activities of the Department of Speech & Language Therapy. The programmes of study touching strongly upon agriculture and animal production find an excellent echo in the local society and industries that are directly concerned.

*The proposed creation of a department of Food Technology merits consideration and will serve well the needs of local and regional industries.*

The EEC has found with pleasure that the student body is dedicated to its studies as their placement at the TEIEP was generally in agreement with their expressed interest in entering the study directions of the TEIEP (rather than being placed by their lower grades in an institution that was not included in their choices). An even better educational reputation of the TEIEP will further reinforce this trend and further increase the quality of the entering classes.

#### **Post-graduate programmes of study**

Although the creation of post-graduate programs is an institutional priority, their planning is not central but they are conceived, initiated and implemented by the interested departments. *The TEIEP sees the post-graduate programmes as opportunities for creating research and the EEC agrees. The EEC received very favourable comments regarding the usefulness of the post-graduate programmes from students, alumni and employers.*

Questions related to the financing of the graduate programmes are discussed in Section 3.5 under Financial Strategy.

*The EEC recommends that all stakeholders, internal and external to the Institution be involved in the formulation of both undergraduate and graduate programmes and their curricula.*

The QA measures regarding education programmes are discussed in Section 3.

There is no administration office that takes care of academic matters such as uniformity of diplomas, post-graduate programmes, etc. The creation of such a unit is recommended.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.3):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The study programmes of the TEIEP are in accordance with the educational mission of the institution and are responding well to regional needs. Particular merit was found in the hands-on approach applied to most curricula and to the good connections of education



with the local economy. A certain lack of rationality and synergy between study programmes partly due to geographic separation of the campuses exists.

### **3.1.4 Research Strategy**

- Key points in research strategy
- Research strategy objectives and timetables for achieving them
- Laboratory research support network
- Research excellence network
- Existence of research assistance mechanisms (for preparing proposals, capitalising on patents and innovations, finding partners for research programmes, etc.)

The special mission of all TEI's is related to *applied* teaching and research. The members of the teaching and research staff are evaluated regarding academic promotion with national criteria that are common for all academic staff members and researchers. This constitutes a strong incentive to produce research and publications.

The EEC was pleased to find that the TEIEP was promoting research in its laboratories related to local and national needs where it had found some promising niche applications. All stakeholders, including the local government, were very happy with this approach, as well as the students, alumni and employers who felt that the education was in relevant areas and research was addressing real-world problems.

The IER lists a great number of research goals and activities. A few research-related goals are specific and include:

- the creation of research laboratories (it is stated that a total of 23 were created by the publication of the corresponding act in the official Journal, ΦΕΚ), and
- the creation of experimental clinics (one in Language Therapy).

The EEC visited a sample of selected laboratories that were generally adequately equipped or very well equipped. It could not develop an opinion about the remaining laboratories.

Additional research goals and achievements include the reinforcement of the Research Programmes Office.

The EEC notes with pleasure, the existence of a major research-related project, namely the creation of the model Agri-Food Tech Park in Arta, a top-level institutional priority that has already obtained local financing and a number of approvals and is apparently on its way to realization. This is expected to further reinforce the strong links between the TEIEP and the local regional economic, agricultural and industrial actors.

The remaining research goals are quite generic and contain items such as the creation of collaborations with local actors as well as international ones, completion and extension of laboratory facilities, etc.

The IER lists under Research Strategy very numerous areas of research; these are apparently an assembly of existing contributions from departments and faculty members, rather than a list of strategic priority areas. The lists of publications also reveal that there are in general numerous publications and a large diversity of topics, without necessarily all of them being in the areas directly related to the departments. Often the research topics are selected according to the opportunities offered by the funding agencies and European programmes without necessarily following an institutional strategy.

The EEC was also pleased to learn from all stakeholders questioned, that some of the TEIEP research is very well integrated within the local economy and the TEIEP researchers are collaborating effectively with the local actors, industry and organizations as well as medical services. Some of the TEIEP research is covering the area of primary-

sector production, which is crucial for the region. *In general, the EEC realized with satisfaction that an important part of the TEIEP research addresses regional or even national research needs.* There is also applied research in the faculty of Health and Welfare Professions area of certain interest to the region and nation.

*The EEC learned, however, that there is no mechanism for discussion, evaluation and decision about a strategy of research in the sense of selection of research areas for emphasis, promotion and hopefully future excellence.* The Office of Research and Educational Programmes collects research proposals and directs researchers to grant agencies. It does not define any research strategy; it defines goals according to the existing research capabilities.

*The EEC recommends that a research strategy and direction mechanism be created to approach the situation where the TEIEP has clear research priorities, possibly also in some niche areas where it has particular advantages and where it aims to become excellent, and continues to direct its research to regional and national needs.*

Please decide in respect to the specific evaluation area (&3.1.4):	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

A significant amount of research is conducted at the TEIEP where certain groups were able to establish themselves prominently in selected areas. There is, however, no explicit, collectively defined research strategy aiming to bring the TEIEP to excellence positions in selected, applied-research key areas of regional and national interest.

### **3.1.5 Financial Strategy**

- General financial strategy and management of national and international funds
- Regular budget management strategy
- Public investment management strategy
- Organisation and strategy of the Special Account for Research Funds (SARF)
- Organisation and strategy of the University Property Development and Management Company
- Existence of a Quality System for Financial Management (e.g. ISO), computerisation management and Budget monitoring (Regular Budget, Public Investments Programme, SARF Budget, etc.)

The overall financial budget of the TEIEP has suffered drastic reductions in state funding in the last five years. Funds allocated for the recruitment of fixed-term teaching staff to cover the educational needs of the Institute every year have been drastically reduced from ~€3,366,000 in 2010 to ~€55,000 in 2015. Wisely, the institute through good financial management in the past few years has accumulated an impressive emergency surplus fund amounting to ~€1,900,000, which together with an annual dividend income of approximately ~€104,000 from government bonds (worth ~€4,000,000) have provided a lifeline for the TEIEP in these times of austerity to supplement the shortfall for the recruitment of additional fixed term teaching staff. The TEIEP has used part of this emergency surplus fund to supplement the current budget up to ~€510,000, sufficient to cover its teaching obligations.

The budget for operational/governance requirements of the TEIEP has been reduced from ~€4,020,000 in 2010 to ~€1,030,000 in 2015. However, the budget allocated for student welfare (provision of meals, accommodation etc) has been maintained at a reasonably good level; from ~€1,453,000 in 2010 to ~€1,210,000 in 2015. This is encouraging and shows the commitment of the TEIEP to high-quality welfare/wellbeing services, since every measure has been exploited to avoid compromising student welfare/wellbeing.

Some of the postgraduate courses charge tuition fees and others are free (mainly because of the collaborative nature of these courses with the University of Ioannina). Postgraduate fees can be a significant source of income for the TEIEP. *The EEC would propose that all postgraduate courses become fee-paying courses. A percentage of the relevant income may return back to students with financial difficulties in the form of scholarship awards.*

The TEIEP has an ambitious strategy to increase non-state funds via increased competitive research grant income (see comments below for the SARF), exploitation of the TEIEP properties and provision of specialised technological and other services. The latter will become possible once a number of laboratories have been certified and officially recognised as specialist service provision centres. From a strategic plan prepared on this matter, it is expected that the TEIEP will have a good stream of income amounting to ~€50,000 per annum from services that will be provided by the certified laboratories. The establishment and certification of “sperm banks” and broodstock units (for swine and sheep) will provide additional streams of revenue for the TEIEP amounting to ~€90 per day (~€31,700 euros per annum) within the first three years.

The TEIEP has already reacted to the austere environment in higher education and has taken measures to cut drastically all operational costs taking at the same time all possible measures to minimise adverse effects on teaching, research and student welfare/wellbeing. The TEIEP is committed to continually revising and updating operational costs seeking continuous cost-cutting and effective use of limited financial resources. There is a clear push towards diversification of revenue income through increased bids for funds available through ESPA, private sources and the European union where possible.

The overall management and annual strategy of the financial needs and obligations of the TEIEP are the responsibility of the Directorate of Administrative & Financial Services. Financial data from each year are utilised to project the future financial needs and obligations of the TEIEP. The process is centralised, despite the multisite nature of the TEIEP (distributed throughout four different cities), providing a cost-effective system of financial governance. The financial needs of each site are dealt with in an *ad hoc* system through direct requests to the Directorate of Administrative & Financial Services. Supervision of the budget is being carried out on a weekly basis and monthly data are submitted to ensure compliance. Accounting audits are also carried out internally to ensure transparency and responsible governance. The international practice is that accounting auditors are usually independent. There is strict supervision of expenses and overspend is limited to no more than 5% in total.

Public investment has been reduced significantly and the TEIEP has adapted well by significantly diversifying its revenue income (see comments above).

Despite the drastic reduction of state funding, competitive research grant funding has seen a significant increase in the TEIEP. Seventy four successful grant applications have provided ~€15,400,000. Some of these grants come with research overheads providing a significant amount of income for the institute. The overall amount of research overheads was calculated at an average of ~4-5% of the total funds received. The organisation and management of the SARF is the responsibility of the Research Committee. The institute needs to find ways to incorporate research overheads in competitive applications to reflect the true full economic cost associated with research activities, otherwise such activities will be cost negative rather than cost positive. *The EEC proposes that the TEIEP finds ways of increasing its research overheads to an overall average of ~25-30% within the next 3-4 years wherever possible.*

There is no separate dedicated body to plan a coherent strategy, organize, manage and

develop the overall estate of the TEIEP. This also comes under the responsibilities of the Directorate of Administrative & Financial Services. Some of the TEIEP's estate is being exploited *ad hoc* providing an annual income of ~€53,000. The proposed development of a technological park at the Arta campus will catalyse new synergies between the TEIEP and the local community and businesses which will likely open up new opportunities for diversified revenue income from private sources.

The TEIEP uses effective computerised systems and has good IT support to maximise efficient financial governance.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.5):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The TEIEP has adapted and responded relatively well to the new austere economic reality, which deserves commendation. It has diversified its revenues by impressively increasing research grant income, maximising the use of its estate portfolio wherever possible, minimising costs and maximising efficiency. Past financial management has resulted in an impressive emergency surplus fund, which is a distinct advantage for the TEIEP and a specific point worthy of merit. This has helped the TEIEP to supplement financial shortfalls to maintain the quality of its activities. Despite the austere economic climate the TEIEP is in a healthy financial position and well poised to take advantage of future funding opportunities. Key strategic points must be diversification of revenues, continuous review and reform of administrative and educational activities to improve efficiency and infrastructure, and rationalisation of the TEIEP's estate.

### **3.1.6 Building and Grounds Infrastructure Strategy**

- Strategy key points
- Objectives and timetables
- Measures taken to reach goals
- Deviations from model 1 campus/HEI

The TEIEP manages 43 buildings covering a total of ~40,000 m<sup>2</sup>. Key strategic points include the construction of a new canteen in the Arta campus at a cost of ~€1,500,000 (technical plans and competitive tenders have been carried out with sponsorship provided by the Bank of Piraeus), refurbishments of current building facilities to accommodate provisions for special-needs students, staff and visitors, renovation of the Xenia hotel in Igoumenitsa to provide 72 additional student accommodation places (two sections of the hotel have been renovated with four more to be completed in the near future) and the official legalisation of all the TEIEP's properties.

There is no dedicated student accommodation at the Preveza campus and local students expressed their dissatisfaction with this. Although accommodation grants (€1,000 per annum) are being provided to students at Preveza to partially support their accommodation expenses, a key strategic objective of the TEIEP is to resolve this issue as soon as possible.

Some buildings are incomplete and in a stationary phase because of unresolved protracted legal disputes. Their fate is uncertain and most of them are in a state of disrepair.

An automated central heating system, operated remotely to conserve resources and funds, is partially operational at the Arta campus and can be extended wherever possible to other campuses. Similar remotely operated systems could be installed and expanded in other utilities such as air-conditioning.

Key objectives have been outlined above. Relevant approvals for new building projects (e.g. the new canteen at the Arta campus) are expected at the end of March 2016 and the renovation of the old Xenia hotel in Igoumenitsa will be completed by the end of 2017 to provide student accommodation.

Most projects rely on budget approvals through the Ministry of Education. Legal disputes and official legalisation of all the TEIEP buildings and grounds cannot be promoted for rapid resolutions. In that sense, there is not a lot that can be done by the TEIEP to speed up processes and/or ensure that set goals can be reached.

The TEIEP is a multi-campus Institute with four campuses in Arta, Ioannina, Igoumenitsa and Preveza. The Arta and Ioannina campuses comprise three departments each but the Igoumenitsa and Preveza campuses comprise one department each. Although past strategic plans were expansive, under the current dire economic situation of the Greek state it is unlikely such plans will come to fruition. On the contrary, Higher Education Institutes and Universities are now under pressure to drastically reform and adapt to the new financial reality and constraints. Under this new reality the TEIEP will propose to the Ministry of Education to relocate its Igoumenitsa and Preveza activities to Ioannina or Arta in order to reconfigure its structure into a two-campus Institute.

*The EEC recommends a very careful and thorough analysis of the proposal to consolidate campuses is carried out as a prerequisite before a final decision is made.*

<i>Please decide in respect to the specific evaluation area (&amp;3.1.6):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:*

The main problem here is the geographic distribution and multi-campus nature of the TEIEP which, although it serves the initial purpose of its creation, under the new economic reality needs to be reformed. This wide geographical distribution of buildings, grounds and facilities constitutes a rather complex problem for the governing body of the TEIEP. Uncertainty over the future configuration of the TEIEP with the real possibility that the single-department campuses at Igoumenitsa and Preveza may be moved to Ioannina or Arta will result in wasteful use of current funds utilised to improve building facilities, grounds and infrastructure at these two campuses. Therefore, the overall buildings and grounds infrastructure strategy is more of a “fire fighting nature” on an *ad hoc* basis rather than a coherent strategy with clear aims and objectives. Unless the future configuration of the TEIEP is clarified by the Ministry of Education, a coherent strategy in this area will be problematic.

### 3.1.7 Environmental Strategy

- Recycling strategy and measures taken to reach goals
- Hazardous waste management and measures taken to reach goals
- Urban waste management and measures taken to reach goals
- Green energy strategy and measures taken to reach goals

A coherent and effective environmental strategy is intimately linked to the waste management practices of the local authorities. There are rudimentary recycling mechanisms in operation in the wider Epirus region through the local authorities and despite the good will of the TEIEP, the conclusion is that there is rather limited environmental recycling and conservation. Although recycling measures are being taken by the TEIEP during waste collection by the local authority all waste are being combined into one raising understandable queries from the student/staff community “why are we doing this when in reality there is no recycling by the local authority”. The TEIEP explored the possibility of using private contractors but this was deemed to be rather expensive and eventually abandoned. We were assured, however, that sorting of waste into recyclable and non-recyclable waste is being carried out at the recycling plant and not at the collection level.

On the positive points, the TEIEP regularly donates old IT equipment to local Schools and/or governmental, local authority departments on an *ad hoc* basis.

We witnessed few recycling collection points for batteries and light bulbs at the Arta campus but we could not establish unequivocally where the collected items end up after this point.

To be commended are plans to recycle “grey water”, garden waste, paper, cloths and cooking oil but all of these are still under development and not implemented yet.

The TEIEP is using facilities at the University of Ioannina to dispose of dangerous clinical waste at its Ioannina campus. For the rest of the TEIEP activities (especially at the Arta campus), the Institute is currently having a provisional collaboration with a local slaughterhouse, however it is planning to construct a coherent and safe pathway of collection and disposal of dangerous waste. This is an urgent matter that needs quick implementation in order to fully comply with safety and the current legal framework.

Urban waste management is intimately linked to the local waste management practices of the local authorities. There is nothing above and beyond what the local authorities offer at the four campuses.

The implementation of e-learning practices, with the use of Moodle and E-class, electronic notes, on-line open academic lectures, use of individual air-conditioning units in offices to avoid use of the central air-conditioning system, wide use of email and electronic signatures throughout the administration activities, are some of the environmental practices currently in operation in the TEIEP.

There is no use of solar power and this needs to be considered and addressed.

Regular maintenance of buildings, so that they are kept in safe and good condition, is essential to conserve energy. Cuts in the budget may adversely affect maintenance of buildings and the TEIEP must find alternative sources of revenue to avoid this.

Green conservation and recycling policies will set the foundation for a sustainable future for the TEIEP but must be established within a wider legal framework supported by central government and local authorities.

Please decide in respect to the specific evaluation area (&3.1.7):	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:*

Environmental strategy requires coordination and integration with local authorities under a governmental legal framework. There are only rudimentary environmental practices embedded within the local authorities and that makes it impossible for the TEIEP to implement sustained environmental policies and strategy by itself. Despite the clear good will of the TEIEP to minimise its environmental footprint, through no fault of its own, it cannot do much more to improve on this front until local authorities and central government establish an effective system of recycling and conservation to reduce its environmental footprint and secure its sustainability.

### **3.1.8 Social Strategy**

- Exploitation and dissemination of the Institution's Research Activities for the benefit of society and economy
- Promotion of interaction between the Institution and the Labour Market
- Sustained relationships with key local and regional bodies
- Contribution to the cultural development of society, the city and the region
- Reciprocal and long-lasting relationship with the alumni community

The TEIEP is already engaging with local industries, businesses and communities widely. This is one of the clear strengths worthy of merit. Through technological services the TEIEP promotes local agriculture, aids in the development of high quality products and services, the implementation and wider adoption of sustainable agricultural techniques, particularly to minimize environmental footprints, develop bio-feeds and conserve water use. These activities will be extended further and the proposal to create a new Food Technology department at the Arta campus will have a clear positive impact in the local economy. This has the strong support of the Regional Administration of Epirus, University of Ioannina, Chamber of Commerce at Arta, Arta General Hospital, the Epirus Bank S.A. and the wider local business community (with 20 local businesses in the wider agricultural and food industries expressing their strong support). The proposed creation of an additional Agri-Food Tech Park at Arta (there is a Technological Park already in Ioannina where the TEIEP is a stake holder) will foster further synergies and support R&D activities of local industries with the TEIEP resulting in great economic impetus and benefits for the local society.

The TEIEP has a very strong presence in nursing, speech therapy and health in its Ioannina campus. Close relationships have been established with the University Hospital at Ioannina and with the local University and a number of important public engagements, educational and assessment programs in the form of public lectures, visits to schools, leaflets and clinical services (data gathering, assessments, interventions) in the wider health and wellbeing area show that the TEIEP has been engaging well with the local community there. Equally good public engagement has been evidenced at the Arta campus especially with core primary agricultural production industries (see below) but more needs to be done on that front at the Igoumenitsa and Preveza campuses.

The TEIEP is a vital source of well-trained workforce for the local agricultural, financial



and medical sectors. Close interactions with the local labour market are evident and private/industrial financial contributions are very encouraging for the future financial sustainability of the Institute's research activities. Such interactions have been prioritised by the leadership of the TEIEP and will provide additional strength and credibility in future competitive grant applications nationally and internationally. All of the undergraduate courses are well-adapted to the strategic needs of the local economy and labour market, providing specialized applied education and supplying a well-trained workforce for the medium- and long-term benefit of Epirus. We witnessed cases where mature students already employed by private industry, local councils or state departments have enrolled in several postgraduate courses to be further trained in highly relevant topics which will help them and their employers improve efficiency and services.

The TEIEP has strategically focused its core business in four major themes (agrifeeds, health and wellbeing, business innovation and new knowledge, and tourism) intimately linked to the strengths and core business within the region of Epirus. Key staff from the TEIEP serves as advisors for research and innovation via ESPA programs in the wider area of Epirus. Sustained relationships have been established with local primary-sector industries that are continuously shaping the character of the TEIEP. For example, there were business contributions and sponsorships towards an innovation competition in 2015. The local business community and the general public embraced well this particular event.

The Department of Popular and Folk music is an innovative Department participating in cultural events and concerts in the region. During our visit we witnessed a live session with students working on a musical adaptation of a "rebetico" song. Approximately ten major social events per annum are organised by the TEIEP.

Each department keeps an email database of all students and this is used for subsequent communications and promotion activities with alumni. University emails have been used at international universities as a means to keep contact with graduating students and widely with alumni. Many universities "sell" their email addresses for a small fee (in the TEIEP's case it could be done as a pilot project with a one-off lifetime fee of €10) providing an additional revenue income but more importantly a lifetime connection with alumni.

There is a culture, albeit very limited, of voluntary financial contributions from alumni. We met a number of representative graduates with ongoing careers from Greece and abroad (Ireland). They highlighted the importance of the education they have received at the TEIEP in their professional career development. A general observation is that a sizeable fraction of graduates ended up working abroad and this is a phenomenon that must be reversed at some point. The Greek taxpayer bears the financial burden of educating young Greeks only for them to emigrate and offer their highly skilled services to foreign countries.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.8):</i>	Tick
<b>Worthy of merit</b>	X
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The original mission, vision and goals of TEIs from their initial conception and establishment were to provide applied, technical training and education to serve the labour market and the needs of local communities. The TEIEP has integrated extremely well with the local communities in its four campuses (more so at Arta and Ioannina) and has established very productive synergies and links with the governing bodies of the wider



region of Epirus, local primary production industries (mainly in agriculture), finance and health sectors. The EEC met and talked to many different private and governmental partners of the TEIEP and they were all very enthusiastic and supportive, highlighting the vital role and importance the TEIEP in the economy of Epirus. This is clearly the strongest point of the TEIEP and worthy of merit. There is a coherent established strategy with all partners and stakeholders.

### 3.1.9 Internationalization Strategy

- Integration of the international dimension in the curricula
- Integration of the international dimension in research
- Integration of the intercultural dimension within the campus
- Participation in international HEI networks
- Collaboration with HEIs in other countries (with a specific collaboration agreement) - measures taken to reach goals

The Institution puts some effort in promoting the idea of internationalization mainly through participation in the Erasmus+ program. Since 2000 it has conducted more than 100 bilateral agreements with higher institutions all over Europe that facilitate the mobility of students, as well as teaching and administrative staff. The web page and other electronic promoting material inspected was good quality and well maintained.

Evidence from meetings revealed that although several positions for placements abroad exist and are advertised through the Erasmus Office demand does not seem to be very high.

The EEC did not meet with any current Erasmus students. However, some of the students it met had participated in Erasmus and described their involvement as a positive experience. There was no integration of any intercultural dimension within the TEIEP campus.

<i>Please decide in respect to the specific evaluation area (&amp;3.1.9):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	X
<b>Negative evaluation</b>	

*Justify your rating:*

There seems to be a lot of room for students, academic and administrative staff mobility to be further enhanced. The Erasmus Office should advertise the available opportunities more aggressively so students are better informed about all the possibilities offered by the program.

### **3.1.10 Student Welfare Strategy**

- Student hostel operation and development strategy
- Student refectory development strategy
- Scholarships and prizes strategy
- Sports facilities operation and development strategy
- Cultural activities strategy
- Strategy for people with special needs

Access to free accommodation is provided to all financially weak students and exchange (ERASMUS) students. All requests for accommodation are satisfied on a first-come, first-served and on a space-available basis. Three Halls of Residence provide housing for 414 students in total, with 150 of them in Arta, 240 in Ioannina and 24 in Igoumenitsa.

The four student restaurants of the TEIEP provide meals on a full-board daily basis. The restaurants are open between 1st September and 5th July, and have two 14-day breaks over Christmas and Easter Vacations. In Arta and Preveza the student restaurants are located in the center of town that is far away from the main campus. In Ioannina and Igoumenitsa the student restaurants are conveniently located. The Public Relations department encourages extroversion through participation in public activities on various social issues. A good practice involves publicizing the graduates' achieved prizes and distinctions by announcing them on the main webpage of the Institution and in social media. It also coordinates collaboration with sponsors and the local society. Additionally it organizes Open Days for candidate or potential students to visit the Institution's premises, attend sessions and view its laboratories, the greenhouses and in general acquire an overall perspective of the educational activities taking place at TEIEP.

Students participate in First Aid seminars and voluntary blood donation for the "Blood Bank" which takes place twice a year over more than 15 years. All students who are not covered by a statutory social security system are entitled to free Health Care provided by the TEIEP. The insurance card is provided on request by the Secretariat of each Department. The services include free medical examinations and consultations, free vaccinations and general medical treatment. Although students have to pay for the medicines they need, they can get reimbursed by the Institution's Budgeting and Expense Office.

*The institutional role of the Personal Tutor needs to be established and advertised to all students.* The EEC fully encourages the adoption of a more student-centered approach at all levels in the available support services. A more concise promotion policy must be utilized in order to attract more students to enjoy the available services and generate the necessary demand for more.

Student presence in campus should be encouraged in practice by organizing events and general activities that bring value to the Departmental and Institutional life.

The Administration is encouraged to involve students more actively mainly by explaining clearly to them not only the 'whats' but also the 'whys' for every set target. Regarding participation in the evaluation procedures, effort must be put into reversing the established belief that "nothing will be improved by the evaluation". The only way for this to occur is to show clear examples of student suggestions that were followed by concrete improvements.

Although there are only very few cases of disabled persons in the Institution there is no appropriate provision despite the efforts of the Technical Services department. The dispersion of buildings and facilities across four cities does not favor a solution or an improvement to this challenge.

The members of the EEC were impressed by the quality and enthusiasm of the students they met and talked to, not only those hand-picked by the administration, but also those who happened to be attending those classes the EEC visited out of schedule and without prior notice.

Future goals of the TEIEP leadership to improve student welfare include:

- In campus restaurants in Arta and Preveza
- On-line applications for Accommodation and Catering
- Extending blood donation in Preveza and Igoumenitsa
- Athletic and recreational activities

<i>Please decide in respect to the specific evaluation area (&amp;3.1.10):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

Although there is certainly enough room for improvements, the EEC found the basic services to be adequate.

### **3.2 Strategy for Study Programmes**

#### **3.2.1 Programmes of Undergraduate Studies (first cycle)**

*Please comment on:*

- the main strengths and weaknesses of the Programmes
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

TEIEP is comprised of five Faculties with eight academic departments offering eight undergraduate (BA or BSc) programmes in modern interdisciplinary thematic areas, in four neighboring cities of Epirus (Arta, Ioannina, Igoumenitsa, Preveza). Entry requirements to the Departments depend on the achievement score attained on the National Examination system and on the Certificate obtained by the High School graduates. In order for students to graduate, they must complete eight academic semesters (four years) of study, which correspond to - at least - 240 ECTS units.

The undergraduate studies curriculum is well structured and extends over eight semesters. It comprises core modules, optional modules, labs, and a project. Attendance is compulsory and it is strictly monitored in all labs. In general, non-attendance of two or more lab sessions results in automatic failure of the module. Compulsory attendance improves students' engagement with the programme, strengthens the personal mentoring system and increases the academic community population on campus.

There is strong emphasis in the undergraduate curriculum on practical applications, which is one of its main strengths and a unique selling point. Linking theory to practical application is valued highly by employers and this has a direct beneficial effect on student employability and satisfaction with their studies.

After the recent departmental external evaluations, the departments in general, restructured their programs, rationalized their curriculum, and improved their processes, which had a direct, beneficial effect on the quality of their programs and the student learning experience.

Moodle and e-class services have been adopted by a large number of the academic staff

and are used extensively by the students. Certain video-lectures that were inspected were of satisfactory quality.

<i>Please decide in respect to the specific evaluation area (&amp;3.2.1):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The strong link in the undergraduate programmes between instruction and practical applications is a main strength of the education provided at TEIEP and is valued by the local community, students and employers; it also has a direct beneficial effect on student employability and satisfaction with their studies.

### **3.2.2 Programmes of Postgraduate Studies (second cycle)**

*Please comment on:*

- the main strengths and weaknesses of the Programmes
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

Do you wish to make any comment on a point not included above?

The following five postgraduate courses are currently organized and run by the Institution:

- Master of Science degree in Computer Engineering and Networks
- Master of Science in Nursing (Medical/Adult Nursing), Co-organised with the Department of Medicine, University of Ioannina
- Agrochemistry and Organic Farming, Co-organised with the Department of Chemistry and the Department of Biological Applications and Technologies, University of Ioannina
- MSc in Multidisciplinary Approach of Developmental and Acquired Disorders of Communication
- Postgraduate Program in Accounting, Finance and Business Administration

Additionally, two new courses are scheduled to start during 2016:

- Aquaculture - Aquatic Animal Health, co-organized by the Department of Agricultural Technology, Technological Educational Institute of Epirus and by the Faculty of Veterinary Science, University of Thessaly
- Master of Science (MSc) in Sustainable Landscape Projects

The lecture schedule is adapted to fit the needs of working students whenever possible.

Interviews with students revealed high satisfaction levels in the most important aspects of the postgraduate (PG) courses (organization, lecture appropriateness, market impact, professor quality and availability). Some of the courses enjoy a very high demand especially by local students, as there are not a lot of alternatives offered in the vicinity. In contrast to undergraduate students, postgraduate students show high participation and

commitment levels in the evaluation of their courses.

The EEC had the opportunity to talk with representatives of local SMEs who expressed their willingness to support these Masters' courses which provide them with highly specialized personnel.

The central administration seems to value and support the implementation of the PG courses. For example, a slight extension in the library's opening hours was decided (stays open one hour longer, i.e. until 19:00 on Friday afternoons) in order to facilitate access for working students.

There seems to be a lack of strategic planning and homogeneity in the design and presentation of the PG programmes. There is not enough promotional material and some course announcements on the TEIP web site contain inconsistent or inaccurate information. Some courses charge fees while others are free. The EEC understands that full homogeneity may not be entirely feasible as some of the courses are co-organized with other Universities. The relevant web site sections also need to be revised since the greek and english versions do not match.

<i>Please decide in respect to the specific evaluation area (&amp; 3.2.2):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

In spite of a lack of central planning of the graduate programmes and some deficiencies in their web presentation, they provide a very valuable service to the local community and the regional industry and agriculture.

### ***3.2.3 Programmes of Doctoral Studies (third cycle)***

*Please comment on:*

- the main strengths and weaknesses of the Programmes
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

Do you wish to make any comment on a point not included above?

N/A

Please decide in respect to the specific evaluation area (& 3.2.3):	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

Justify your rating:

N/A

### **3.3 Profile of the Institution under evaluation - Conclusions and recommendations**

Please complete the following sections regarding the overall **profile of the Institution under evaluation**:

**Underline specific positive points:**

- Very supportive comments from both undergraduate and postgraduate students regarding their productive relationships with the staff. There is an open, outward looking culture with emphasis on academic support, practical/applied training and guidance.
- Impressive synergies and links with the local communities and businesses. The TEIEP provides an adequately trained, relevant workforce to the region of Epirus and also a range of supportive, advisory and analytical services to help local industries in agriculture, health and finance.
- The apparent and ubiquitous dedication of the Faculty and Staff to the Institution and their duties, setting as priority the students' welfare and education.
- The students, alumni and employers were very happy with the hands-on approach to education promoted by the TEIEP, as they all felt that, by graduation time, the students were ready to contribute and that the employment market was offering them good opportunities.
- The existence of certain rather unique niche positions in education.
- The student body is dedicated to its studies as their placement at the TEIEP via the national examination system was generally in agreement with their expressed interest in entering the study directions of the TEIEP.
- TEIEP sees the post-graduate programmes as opportunities for creating research.
- TEIEP is promoting research in its laboratories related to local and national needs where it has found some promising niche applications.
- The existence of a major research-related project, namely the creation of the model Agri-Food Tech Park in Arta.
- Some of the TEIEP research is very well integrated within the local economy.

**Underline specific negative points:**

- Ongoing building and infrastructure investments by the TEIEP at the Igoumenitsa and Preveza campuses are not consistent with the parallel "wish" to evolve the TEIEP into a two-site (Arta & Ioannina) Institute.
- The geographic separation of the four campuses makes certain opportunities for

synergies difficult or impossible to achieve, while there are obvious ones that could have been implemented if departments belonging to the same school were joined at one location.

- The Research Strategy lists numerous areas of research; these are apparently an assembly of existing contributions from departments and faculty members, rather than a list of strategic priority areas.
- There is no mechanism for discussion, evaluation and decision about a strategy of research in the sense of selection of research areas for emphasis, promotion and hopefully future excellence.

***Make your suggestions for further development of the positive points:***

- Some of the postgraduate courses charge tuition fees and others are free. Postgraduate fees can be a good source of income for the TEIEP. The EEC proposes that all postgraduate courses become fee-paying courses. A percentage of the relevant income may return back to students with financial difficulties in the form of studentship awards.
- Most of the departments have gone through the evaluation process but some have not. The evaluation culture must be established within the TEIEP not only at the departmental level but also at the individual level. Personal development plans must be drawn by each individual member of staff (both academic and administrative) and line managers must be trained to carry out annual evaluations/assessments to maintain and improve the quality of the Institute.
- The evaluation process of academic staff should be expanded to include periodic peer evaluations. They could be performed by faculty members from other Schools on unannounced visits.
- Instead of keeping data bases of private emails that may change or become inactive during the lifetime of leaving graduates and alumni, the TEIEP may consider allowing use of its own email domain for a small fee (€10). This idea can be piloted initially for 2-3 years and perhaps developed further if successful.

***Make your suggestions on needed steps for improvement:***

- The EEC recommends streamlining and optimization of the Study programmes and corresponding Curricula, with the aim of rationalization, taking simultaneously into account the opportunities for reductions in the physical separation of units, and issues such as the professional rights of the graduates, the options offered in the national entering examinations, the opinions of all stakeholders, etc. The expressed interest and institutional goal related to the creation of a Food Technology Department collaboratively with the University of Ioannina could be included in these deliberations.
- The EEC recommends that the TEIEP continues its efforts regarding professional rights and mobilizes all stakeholders to arrive at the desired result, as this may be crucial in certain professions that the graduates are entering.
- The proposed creation of a department of Food Technology merits consideration and will serve well the needs of local and regional industries.
- The EEC recommends that all stakeholders, internal and external to the Institution be involved in the formulation of both undergraduate and graduate programmes and their curricula.
- The EEC recommends that a research strategy and direction mechanism be created to approach the situation where the TEIEP has clear research priorities, possibly also in some niche areas where it has particular advantages and where it aims to become excellent, and continues to direct its research to regional and national needs.

## 4. INTERNAL SYSTEM OF QUALITY ASSURANCE

### 4.1 Quality Assurance (QA) Policy and Strategy

Please comment on:

- the Institution's policy and goals regarding QA and Improvement
- whether the Institution has developed a specific system of QA
- how the Institution's internal QA system has been organized
- how the students and staff of the Institution are protected from biased interventions and discriminations
- whether a detailed implementation guide has been put together, containing an analysis of the QA system's operating procedures
- the involvement of students in QA
- how the Institution evaluates the effectiveness of its QA system regarding the achievement of its goals

According to the IER of the TEIEP, the Institution's policy for QA is the ongoing improvement of the teaching and research performance and of the efficiency of the services offered by the institution. This policy statement has been included in the draft Statute of the TEIEP that has been submitted for approval to the Ministry of Education. The EEC has been informed that the Ministry of Education has not approved any Statute of any HEI till now. However, *the EEC considers quite necessary that the Leadership of the TEIEP and the QAU/MODIP make the QA policy of the institution clear, visible and easily understood by all members of the academic community but also by the external stakeholders and the community at large, without waiting for the official approval of the Statute by the Ministry of Education.*

The QA policy is implemented through the internal QA system of the Institution which is based on the operation of the Quality Assurance Unit (QAU/MODIP) at institutional level and the Internal Evaluation Groups (IEGs/OMEAs) at departmental levels. The development of the overall internal QA system is an on-going procedure which is based on the guidelines of the Hellenic Quality Assurance and Accreditation Agency (HQA) and which follows the stipulations of the Greek legislative framework for Quality Assurance and the European Standards and Guidelines (ESG) for Quality Assurance in Higher Education.

A detailed and structured Quality Management System (QMS) is under construction for all the TEIs in Greece under the responsibility of the Conference of Presidents of the Greek TEIs. The QMS includes guidelines for internal QA and analytical description of operating procedures and documents, aiming also at the standardisation of the management procedures by acquiring an ISO certification.

The QAU/MODIP is responsible for the effective operation of the overall QA system, the coordination of all evaluation processes within the institution, and the support of the external evaluation and accreditation procedure of the study programmes. In this regard, the QAU/MODIP is working on the guidelines for the proper implementation of the QA system. Additionally, the QAU/MODIP is responsible for the preparation of all documents that are used in the context of the QA procedures. All basic documents of the internal QA system of the Institution, together with the external evaluation reports, are uploaded on the website of the QAU/MODIP.

The achievement of the objectives and the overall effectiveness of the QA system are ensured, on the one hand, through monitoring from the QAU/MODIP and, on the other hand, through the periodic external evaluations. Five out of the eight Departments of TEIEP have undergone external evaluation from the HQA. The remaining three Departments did not undergo external evaluation because of financial problems that had occurred with HQA.

Students participate in QA structures only at the level of Departments, i.e. in the Internal



Evaluation Groups (IEGs/OMEAs). They do not participate in the QAU/MODIP at institutional level. It is not clear to the EEC whether this is due to the generalised opposition of the students' organisations against the QA procedures or this is due to difficulties in reaching a consensus by all the students' organisations within the Institution. Furthermore, students participate in the overall QA procedures of the institution through providing formative feedback on the courses, the study programmes and the teaching performance of the academic staff by filling the related questionnaires. In this regard, the EEC recommends that the TEIEP should find the appropriate ways in order to motivate and ensure students' involvement in the internal QA structures at institutional level as well.

<i>Please decide in respect to the specific evaluation area (&amp; 4.1):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

The Institution has already implemented or is on its way to implementing a full QA system and procedures. Student participation is only at the departmental levels.

#### ***4.2 Design, approval, monitoring and evaluation of the study programmes and degrees awarded***

Please comment on:

- whether the learning outcomes have been clearly formulated and whether they have been published
- whether the programmes are designed in such a way as to involve students and other stakeholders in the work
- how the achievement of learning outcomes is monitored
- whether there is a published Guide regarding the organization of programmes of study
- whether the ECTS system is taken into consideration and implemented
- whether there is a periodic evaluation of the programmes according to set procedures and criteria aimed at safeguarding their consistency and regular updating
- the student participation in the QA procedure of the study programmes
- whether the programmes include well-structured international mobility and -where appropriate- placement opportunities

In general, the study programmes have clearly stated learning outcomes which are published in the Study Guide of each individual Department and are available online. The Study Guide contains also information regarding the curriculum, the level of qualification, the organisation of studies and the student workload expressed in ECTS. In the module descriptions, the following are described: the teaching methods, the relevant literature and the whole range of written, oral and practical tests/examinations; additionally, group projects, performances, presentations and portfolios that are used to assess the student's progress and ascertain the achievement of the learning outcomes of each separate course are described as well.

The study programmes are designed by the General Assemblies of the respective Departments with the participation of students' representatives and are approved by the Assembly and the President of the Institution after consultation with the Dean of the respective Faculty in accordance with the stipulations of Greek legislation. An informal involvement of stakeholders outside of the institution, like future employers, is not

practiced yet in the TEIEP. This is a weakness of the procedure, which the Leadership of the TEIEP should consider and take the appropriate initiatives to confront and overcome it either on formal or informal basis.

The study programmes are expected to be reassessed on a regular and periodical basis, while in parallel, according to Greek law, all study programmes will undergo an accreditation procedure in the coming academic year by the HQA. The involvement of students in the QA procedures of the study programmes is ensured through the questionnaires that they fill with regards to the quality of the programmes.

The EEC has realised that the international mobility of students and staff (either outgoing or incoming) is rather low. Therefore, the EEC recommends that the Leadership of the Institution and the Heads of the Departments should establish a strategy aiming to the improvement of international mobility. The study programmes should contain provisions that encourage and reinforce international mobility and, where appropriate, placement opportunities.

All information related to the study programmes is available in the Study Guides uploaded on the webpage of the respective Department.

Finally, the EEC has realised the significant problems caused by the transformation of existing Departments/study programmes into separate tracks of specialties, operational either from the 1st semester (entry level track) or from the 5th semester (upper level track), which was imposed in some cases by the “Athena Plan” as outlined in the introductory section of the report. The EEC recommends that the Leadership of the Institution communicates these problems to the Ministry of Education with the aim to eliminate or minimise their impact.

<i>Please decide in respect to the specific evaluation area (&amp; 4.2):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

#### **4.3 Teaching and learning - Assessment by students**

Please comment on:

- whether multiple and coherent learning paths are provided according to the needs of students in the Institution’s Departments / Faculties
- how proper guidance and support is offered to students by the Departments / Faculties’ teaching staff
- whether students are informed clearly and in detail regarding the strategy of evaluation that is implemented for their programme of study, the exams or other methods of assessment they will be subjected to, what is expected of them and which criteria will be applied for the evaluation of their performance
- whether there is a formal procedure for addressing complaints and objections by students in the Departments / Faculties of the Institution

The EEC understood that a variety of teaching methods are used especially in the practically oriented study areas. However, *the EEC recommends that the teaching staff in all Departments, irrespective of the study areas and in cooperation with the students, should further explore the development of modern teaching methods on the basis of the paradigm of “student-centred learning”, taking also advantage of the e-class possibilities.* There are no multiple learning paths provided by the institution to accommodate special needs of students (e.g. part-time students, evening courses etc.), apart from those related to some of the elective courses and the possibility to follow a study period in a University abroad (international mobility).

Guidance and support are offered by various procedures to the students regarding progress in their studies, career information and study counselling. These are offered either by the teaching staff through direct contact with the students (formally or informally) or by established administrative structures (e.g. DASTA).

The Study Guide of each separate programme contains clear and detailed information with regards to the strategy of the respective Department for the assessment of students, and, more specifically, to which exams or other methods of assessment they will be subjected; what is expected of them; and which criteria will be applied for the evaluation of their performance.

Close cooperative relations have been established between students and staff which allow for handling effectively any problems arising related to complaints of students. As the EEC was assured, there was no need up to now for an official handling of such problems outside the narrow space of the specific Department. During its meeting with the student representatives, the EEC was assured that the students are fully satisfied of the close relationship and contacts with their professors.

<i>Please decide in respect to the specific evaluation area (&amp; 4.3):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

#### ***4.4 Admission of students, progression and recognition of studies***

Please comment on:

- whether the procedures and criteria for admission to the second and third cycle of studies are implemented with consistency and transparency
- whether there are clear and distinct procedures within the Departments/Faculties, as regards recognition of higher education degrees, periods of study and knowledge acquired at an earlier stage
- whether there are clear and distinct procedures of recognition of study periods and prior learning (including the recognition of non-formal and informal learning)
- whether there are clear procedures in place regarding the cooperation of other Institutions with national ENIC/NARIC centres for ensuring coherent recognition and mobility among programmes within / among Institution (s)
- whether students are provided with detailed information (e.g. Diploma Supplement) regarding the degrees conferred to them, the achieved learning outcomes as well as the framework, the level and the content of studies they successfully completed

- whether the Institution has in place processes and tools to collect, monitor and use information regarding student progression

Admission of students to undergraduate studies is determined uniformly for all Greek HEIs by national entrance examination process administered by the Ministry of Education. As for the postgraduate studies, the admission requirements and criteria are described in the respective Study Guides which are uploaded on the webpage of each Department.

The recognition of qualifications obtained in foreign HEIs falls under the responsibility of the National Academic Recognition Information Centre (DOATAP - the Hellenic NARIC). Furthermore, each individual Department has the authority for the recognition of periods of study abroad in the context of Erasmus mobility. The EEC is aware that so far there have been no problems at all concerning the recognition of periods of study abroad for the outgoing students upon their return.

There are no provisions in Greek legislation allowing for the recognition of former knowledge gained through prior learning (including non-formal and informal learning).

The Diploma Supplement is not yet fully implemented in all TEIEP's departments. At present, a few departments issue it in Greek language, while for the rest it is provided to the graduates only upon request by them in Greek and English. *The EEC recommends that the Institution should proceed to the full implementation of the Diploma Supplement without any further delay, with the aim to improve both the employability of graduates and the visibility of the study programmes.*

The Institution has not yet implemented any systematic procedures for monitoring the progress of students during their studies. These data are expected to be collected (and analysed) through the Information System that is in place at the QAU/MODIP, when it comes fully operational. At present, this information is collected through the separate system on the student records, which operates in the secretariat of each Department. *The EEC recommends that the TEIEP fully develops the Information System to that aim, so that the collection and analysis of data are conducted in a systematic way, and so that the Institution acts and be in position to take the necessary steps towards improving the progress of students.*

<i>Please decide in respect to the specific evaluation area (&amp; 4.4):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

#### **4.5 Quality Assurance as regards the teaching staff**

Please comment on:

- how it is guaranteed that the vacancy notices and recruitment of teaching staff include procedures which provide assurance that all new teaching staff members have at least the basic teaching skills
- opportunities offered to the teaching staff for their professional/scientific advancement
- how potential weaknesses of the teaching staff are identified as regards the delivery of their teaching courses
- the Institution's procedures for the support of new teaching staff as regards the teaching

and evaluation methods

- how scientific activity is assessed and encouraged among the teaching staff in order to strengthen the connection between education and research
- the procedures in place so that the teaching staff members receive the necessary feedback on their personal performance as well as on the opinion of students
- whether a regulatory framework is in place for the investigation of disciplinary and academic misconduct of the teaching staff

According to Greek legislation, the procedures for the election of a member of academic staff require from the candidates, beyond the supporting documentation and qualifications, to demonstrate their teaching skills by delivering a lecture to the students on a topic corresponding to the first study cycle. An evaluation and general impression of the presentation itself should seriously be taken into account for the selection, among other criteria. This is the only requirement related to the teaching skills of the candidates.

The Institution offers opportunities to the teaching staff to pursue further professional/scientific development through participation in international conferences, seminars etc. It also offers paid leaves of absence for educational purposes and opportunities for participation of teaching staff in international mobility programmes, even under the conditions of the current financial crisis in Greece. However, the small number of teaching staff and its increased workload in teaching and management tasks do not leave enough room for them to take full advantage of these opportunities. Furthermore, there are no concrete actions or measures taken by the Institution in order to improve the capacity of academic staff with regards to innovative teaching and assessment methods, and in order to raise their teaching and pedagogic skills. The development of such actions and measures is something that the EEC recommends to the Institution.

The teaching performance of academic staff is evaluated by the students by filling the relevant questionnaires. The questionnaires are collected and analysed by the QAU/MODIP. The outcomes are communicated to the respective Heads of the Departments. Each academic staff member receives the necessary feedback on his/her personal questionnaire. The EEC is aware of the rather low participation of students in the evaluation of teaching staff. The students attributed low participation for various reasons. They consider the questionnaires extended and rather complicated; they do not trust the anonymity of the procedure; and, they do not believe that the outcomes of their evaluation will have any real impact on the quality of the teaching performance of their professors. *The EEC recommends that the Leadership of the Institution works, together with the internal QA structures (QAU/MODIP and IEGs/OMEA), in order that the students realise the importance, the purpose and the impact of the evaluation procedure, meeting also the concerns of the students.*

The scientific activity and the research performance of the academic staff are considered also in their assessment for election and/or promotion. However, the balance between teaching and research tasks of the academic staff is crucial for the overall operation of a HEI. It is under the responsibility of the Department Heads to ensure the balanced performance of the staff between teaching and research. In this regard, *the EEC recommends that the Heads of the Departments ensure the balance between teaching and research tasks, while at the same time the Leadership of the Institution should oversee the implementation of such a policy.*

Finally, violations of rules of conduct from the academic staff may be regarded as cause for disciplinary action according to the provisions of Greek legislation and the Statute and Regulation of the Institution.

Please decide in respect to the specific evaluation area (& 4.5):	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

Justify your rating:

#### **4.6 Learning resources and student support**

Please comment on:

- whether there are procedures for the systematic monitoring, evaluation, review and improvement of the appropriateness and effectiveness of supporting services available to students
- the available support services in regard to Libraries, Information systems and infrastructure
- the procedure in place for offering individual assistance (counselling and tutoring) to students

The services that support students (Library, Information Systems, DASTA, students' welfare services) as well as the administration service in each Department (Secretariat of Department) are subject to the systematic evaluation in the context of the internal QA system of the Institution under the overall responsibility of the QAU/MODIP. The EEC had the opportunity to realise the good quality of the available support services in regard to libraries, information systems and infrastructure. *The EEC has the view that the QAU/MODIP should consider the extension of the content of the questionnaires in order to include also the evaluation of all services offered to the students by the Institution.*

Furthermore, the EEC had the opportunity to realise the good quality of the educational infrastructure, including also the scientific-educational equipment. This reality was also communicated to the EEC during its meetings with the students.

Within the TEIEP an open culture is in place, facilitating the direct contact between students and teaching staff at any time and providing students with face-to-face assistance, guidance and consultation. This reality has been acknowledged during the meetings of the EEC with the students.

Please decide in respect to the specific evaluation area (& 4.6):	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

Justify your rating:

The members of the EEC noticed the willingness of the teaching staff to provide

additional effort and availability for the benefit of the students, both for the laboratory courses and lectures as well as tutoring tasks. This was obvious in random visits throughout the campus and was also verified during the meetings with students.

#### ***4.7 Information Systems for Recording and Analysing Data and Indicators***

Please comment on:

- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information in respect to key performance indicators, the profile of the student population and student progression, success and drop-out rates
- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information regarding its other functions and activities
- whether the Institution collects information about student satisfaction with their programmes of study and the career paths offered to graduates
- whether the Institution seeks comparison with other similar establishments within and beyond the European Higher Education Area, with a view to developing self-awareness and finding ways to improve its operation

The TEIEP has developed an Information System in the context of the QAU/MODIP. It currently offers a reliable means of collecting and processing feedback on the data concerning the questionnaires filled by the students for the assessment of the study programmes, the courses and the teaching performance of the teaching staff. The Institution does not take full advantage of the possibilities that may be offered by the Information System of the QAU/MODIP. *The EEC considers important for the Institution to further improve the Information System of the QAU/MODIP and to link it with the other information systems in place at the Institution and primarily with the information system managing the student records and performance.*

The student experience and satisfaction is measured through formal feedback (questionnaires filled and submitted on a semester-basis) and processed through the Information System of the QAU/MODIP. There are no processes for tracking systematically the path of graduates in employment or further studies. *The EEC recommends that the Institution should develop a formal system to monitor the paths of all graduates.*

Furthermore, *the EEC considers important that the Institution should utilise the Information System of the QAU/MODIP in order to monitor the overall progress of students in their studies (progress rates, success rates in the examinations, drop-out rates, graduation rates, time to graduation etc.)*

*The Institution should utilise the Information System in order to seek comparisons with other higher education institutions within and beyond the European Higher Education Area, with the aim of strengthening self-awareness and finding possible ways to continuously and increasingly enhance its operation at institutional and individual levels, also in terms of research.*

For other functions and activities of TEIEP, the administration collects and analyses information from several sources, however since there is no central design most of these systems do not interconnect and are not interoperable. The top management has no systematic means for monitoring the success of the strategic goals, or for drawing helpful conclusions for future planning and strategy, due to lack of total system integration.

The Institution needs not only to document the most important administrative procedures, but also ensure that all relevant documentation is effectively communicated to students, together with regular reminders of all administrative procedures. Course descriptions, assignments, presentations, exercises and solutions, laboratory guides and other useful material must be available online and coordinated by an appointed course administrator. The same holds for all kinds of useful information like events, important deadlines, lecture cancellations and any changes to timetables.

The EEC understands that it is not easy to accomplish a total quality information system

taking into account the fragmented approach that has been followed for many years in the past. The near future vision should be to attain full interconnectivity with HQA's Information System when this will be operating. Considerable fund savings could be achieved on a long-term basis if the Ministry of Education addresses the above issues with concrete, stable and durable plans.

<i>Please decide in respect to the specific evaluation area (&amp; 4.7):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

#### ***4.8 Dissemination of information to stakeholders***

Please comment on:

- how the Institution sees to the publication of information on the programmes offered, the expected learning outcomes, the degrees awarded, the teaching, learning and assessment procedures it uses and the learning opportunities it offers to students
- whether the information regarding the Institution's offered programmes of study is available in English or in other languages
- whether the teaching staff's CVs are included in the publicized information, both in Greek and in English

Detailed information on the degree programs offered, the expected learning outcomes, the qualifications, the teaching, learning and assessment procedures, and teaching staff curriculum vitae are available on the websites of each Department as well as the online Study Guides. *The Greek and English websites must be consistent and synchronised so that visitors will be able to get the same information.*

<i>Please decide in respect to the specific evaluation area (&amp; 4.8):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*



#### 4.9 Continuous monitoring and periodic review of the study programmes

Please comment on:

- the procedure followed with regard to assessment and periodic review of the contents of study programmes
- whether this procedure takes into account the changing needs of society
- whether this procedure takes into consideration the findings emanating from monitoring the graduates' career paths
- the procedure with which the reviews take into account the students' work load, the progress rate and completion of studies
- whether this procedure takes into account the cutting edge research activities in that particular discipline
- whether the involvement of students and other stakeholders is secured in the revision of the programmes

The continuous monitoring of the study programmes of TEIEP is conducted on one hand through the procedures provided by Greek law for annual review, reconsideration and revision of the study programmes (specific committees and General Assemblies of Departments). On the other hand it is done through the typical internal QA procedures under the responsibility of the QAU/MODIP, taking also into consideration of the results of the questionnaires filled by the students. Additionally, the recommendations of the periodic external evaluations are also taken into consideration.

The periodic review and revision of the study programmes takes into consideration the recent international trends and developments in the respective scientific field and the input given by the students. Finally, monitoring of graduates' paths both in employment and in further studies is another important factor that should be taken into account for curriculum development.

<i>Please decide in respect to the specific evaluation area (&amp; 4.9):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

Justify your rating:

#### 4.10 Periodic external evaluation

Please comment on:

- the procedure already planned by the Institution in order to deal with the observations of the Institutional External evaluation
- how the anticipated implementation of plans by Departments / Faculties is monitored in response to any comments included in their external evaluation and in the accreditation of their programmes

The current external evaluation is the first one for the TEIEP. External evaluations have been conducted only in five out of the eight Departments of the Institution. The implementation of the recommendations of the departmental evaluations is monitored by the QAU/MODIP and the academic staff of the respective Departments. The periodicity of the external evaluations follows the provisions of Greek legislation and does not depend on the will or the plans of each Institution and each Department.

Please decide in respect to the specific evaluation area (& 4.10):	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

Justify your rating:

#### ***4.11 Internal System of Quality Assurance – Conclusions and recommendations***

##### ***Underline specific positive points:***

A detailed and structured Quality Management System (QMS) is under construction for all TEIs in Greece under the responsibility of the Conference of their Presidents. The QMS includes guidelines for internal QA and analytical description of operating procedures and documents, aiming also at the standardisation of the management procedures by acquiring an ISO certification.

- Basic documents of the internal QA system of the Institution, together with the external evaluation reports, are uploaded on the website of the QAU/MODIP.
- The study programmes have clearly-stated learning outcomes which are published in the Study Guide of each individual Department and are available online. The Study Guide contains also information regarding the curriculum, the level of qualification, the organisation of studies and the student workload expressed in ECTS. In the module descriptions, the following are described: the teaching methods, the relevant literature and the whole range of written, oral and practical tests/examinations; additionally, group projects, performances, presentations and portfolios that are used to assess the student progress and ascertain the achievement of the learning outcomes of each course are described as well.
- The students are fully satisfied of the close relationship and contacts with their professors.
- There have been no problems at all so far concerning the recognition of periods of study abroad for the outgoing students upon their return.
- Good quality of the available support services with regard to libraries, information systems and infrastructure, including also the educational infrastructure and the scientific/educational equipment.
- An open culture is in place within the TEIEP, facilitating the direct contact between students and teaching staff at any time and providing students with face-to-face assistance, guidance and consultation.
- The TEIEP has developed an Information System in the context of the QAU/MODIP.
- The periodic review and revision of the study programmes takes into consideration the recent international trends and developments in the respective scientific fields and the input given by the students.

***Underline specific negative points:***

- Students participate in QA structures only at the Departmental level, i.e. in the Internal Evaluation Groups (IEGs/OMEAs). They do not participate in the QAU/MODIP at institutional level.
- An informal involvement of stakeholders outside of the institution, like future employers, is not practiced yet in the TEIEP, either with regards to QA procedures or with regards to the design or revision of study programmes and to curriculum development.
- The international mobility of students and staff (either outgoing or incoming) is modest.
- The Diploma Supplement is not yet fully implemented in all TEIEP's departments. At present, a few departments issue in Greek language, while for the rest it is provided to the graduates only upon their request in Greek and English.
- The Institution has not yet implemented any systematic procedure for monitoring the progress of students during their studies.
- There are no concrete actions or measures taken by the Institution in order to improve the capacity of academic staff with regards to innovative teaching and assessment methods, and in order to raise their teaching and pedagogic skills.

***Suggestions for further development of the positive points:***

***Suggestions on needed steps for improvement:***

- The EEC considers necessary that the TEIEP's Leadership and the QAU/MODIP make the QA policy of the institution clear, visible and easily understood by all members of the academic community but also by the external stakeholders and the community at large, without waiting for the official approval of the Statute by the Ministry of Education.
- The EEC recommends that the TEIEP should find appropriate ways to motivate and ensure students' involvement in the internal QA structures at institutional level as well
- An informal involvement of stakeholders outside the Institution, like future employers, is not practiced yet in the TEIEP either with regards to QA procedures or with regards to the design or revision of study programmes and to curriculum development. The Leadership of the TEIEP should consider this weakness and take the appropriate initiatives to confront and overcome it
- The EEC recommends that the Leadership of the Institution and the Heads of the Departments should establish a strategy aiming to the improvement of international mobility. Regarding especially the study programmes, they should contain provisions that encourage and reinforce international mobility and, where appropriate, placement opportunities
- The EEC recommends that the Leadership of the Institution communicates to the Ministry of Education the problems related to the transformation of Departments/study programmes into internal separate tracks of specialties with the aim to eliminate or minimise their impact
- The EEC had the opportunity to realise that a variety of teaching methods are used especially in the practically oriented study areas. However, the EEC recommends that the teaching staff in all Departments, irrespective of the study areas and in cooperation with the students, should further explore the development of modern teaching methods on the basis of the paradigm of "student-centred learning", taking also advantage of the e-class possibilities
- The EEC recommends that the Institution should proceed with the full implementation of the Diploma Supplement without any further delay, with the aim to improve both the employability of graduates and the visibility of the study programmes

- The EEC recommends that the TEIEP fully develops its Information System so that the process of data collection and analysis is conducted in a systematic way and the Institution is well-poised to take the necessary steps towards improving the progress of students
- The development of actions and measures aiming to the development of pedagogic skills of academic staff is strongly recommended by the EEC
- The EEC recommends that the Leadership of the Institution works, together with the internal QA structures (QAU/MODIP and IEGs/OMEA), so that the students realise the importance, the purpose and the impact of the evaluation procedure, meeting also the concerns of the students
- The EEC recommends that the Heads of the Departments ensure for the balance between teaching and research tasks, while at the same time the Leadership of the Institution should oversee the implementation of such a policy
- The EEC has the view that the student assessment process includes the evaluation of all services offered to the students by the Institution
- The EEC considers important for the Institution to further improve the Information System of the QAU/MODIP and to link it with other information systems in place at the Institution and primarily with the information system managing the student records and performance
- The EEC considers important that the Institution should utilise the Information System of the QAU/MODIP in order to monitor the overall progress of students in their studies (progress rates, success rates in the examinations, drop-out rates, graduation rates, time to graduation and others).
- The Institution should utilise the Information System in order to seek comparisons with other higher education institutions within and beyond the European Higher Education Area, with the aim of strengthening self-awareness and finding possible ways to continuously and increasingly enhance its operation at institutional and individual levels, also in terms of research.
- The Institution needs not only to document the most important administrative procedures, but also to ensure that all relevant documentation is effectively communicated to students, together with regular reminders of all administrative procedures
- Finally, for the EEC, monitoring of graduates' path both in employment and in further studies is another important factor that should be taken into account for the curricula development
- The Greek and English websites must be consistent and synchronised so that visitors are able to get the same information

## **5. OPERATION OF THE CENTRAL ADMINISTRATION OF THE INSTITUTION**

### **5.1 Central Administration Services of the Institution**

Please comment on:

- The operation of the central administration services of the Institution in regard to the:
  - Special Account for Research Funds (SARF)
  - Financial services
  - Supplies department
  - Technical services
  - IT services
  - Student support services
  - Employment and Career Centre (ECC)
  - Public/ International relations department
  - Foreign language services
  - Social and cultural activities
  - Halls of residence and refectory services
  - Institution's library

The internal evaluation report of TEIEP provides a detailed description of the above referenced Central Administration Services with an abundance of statistical tables on every category.

In the Special Accounts for Research Funds (SARF) category, TEIEP shows a very satisfactory volume of activity mainly directed toward the acquisition of research grants. With a Research Committee of seven staff members and pending accreditation (ELOT ISO 1429), this activity, in the past five years has implemented 74 projects with a variety of agencies and organizations (public, private and governmental) amounting to funding of 15.4 million euros. It currently has nine projects under implementation. A consolidated statistical table is provided in the IER that displays the information in an organized way. It gives the information by sponsoring organizations and by grant amounts, as well as by department and principal investigators. A list of publications is given, showing the results and publications associated to these grants.

The Financial Services division has four employees and manages the budget for the institution and some special accounts and interfaces with all other institutional units that have expenditures on an on-going basis. It is responsible for the annual allocation of government funds to the departments and the bidding for various projects by external contractors. It is fully automated for the functions that it manages and all comments indicate a good delivery of services.

The Supplies Department has two employees and manages all processes and functions associated with the purchasing of goods and services from a wide variety of external contractors and suppliers. It is also responsible for leasing space owned or space leased by TEIEP. It is fully automated for the functions that it manages and all comments indicate a good delivery of services.

The primary function of the Technical Services Department is the management of the building infrastructure of TEIEP in all four locations as it relates to new construction and maintenance and repairs for about 25.000 square feet. Its staff has remained fairly steady between six and eight employees but its activity has increased substantially, especially in the new construction area. EEC noted that all building facilities and laboratories visited were clean and in good condition.

The centralized Information Technology services for the institution are constantly evolving, as expected, with newly developed computerized modules that are implemented. Therefore, as mentioned in a previous section of the report, the EEC recommends that

efforts for integration and interconnectivity of all operational modules should be accelerated to provide true, centralized interconnectivity.

TEIEP has good Student Support Services Program. A comprehensive guide for the facilities and services of the institution has been created and distributed to all entering students. The Office of Student Care and Welfare has created a First Aid Spot for students and supports a Blood Donation Program for volunteering students. Under the DASTA umbrella which is supported by temporary personnel there is an Office of Student Employment and Career Center (EEC) that includes an Internship Office and an Innovation and Entrepreneurship Unit. The Internship program is very successful in placing students in practical training assignments and a majority of them end up in career positions.

In the Public Relations area, TEIEP has established a good network with entities and individuals of the public, private and business and industry sectors. It has signed memorandums of cooperation agreements with the Chambers of Commerce in each city that has campus facilities as well as with the Bank of Epirus. There seems to be good synergy and mutual support in all endeavors and joint projects in which the university benefits financially.

In the International Relations domain TEIEP does not seem to have any centralized support mechanisms other than the ERASMUS Office. International conferences, joint research efforts and inter-institutional exchanges of academic personnel are implemented mostly through personal or departmental initiatives. The ERASMUS program involves a relatively small number of either students, teaching or administrative staff personnel. The funds available for all international relations activities, mainly for the ERASMUS, have been significantly increased, almost doubled, during the last five years. TEIEP has virtually no teaching or research activity directly related or involving foreign languages which indirectly impacts the activities of the ERASMUS program.

The Social and Cultural Activities of TEIEP are mostly associated with the staff and the students of the Department of Traditional Music. The department's very talented staff and students organize performances in the immediate area during special celebrations and participate in social benefit events. They have earned a good reputation in the region and they are a very important promoter of the institution's image in the community.

TEIEP has three Halls of Residence that house 414 financially underprivileged students. One in Arta, housing 150 students, one in Ioannina, housing 240 students and one latest in Igoumenitsa, housing 24 students. All students stay free of charge. It has four student restaurants (located in Arta, Ioannina, Igoumenitsa, Preveza) which provide free meals to 2000 undergraduate students on a full-board (breakfast, lunch, dinner) daily basis. In a previous section of this report, reference was made regarding the condition of the dining and residence facilities and plans to renovate and expand them. Only the locations of the Ioannina and Igoumenitsa are conveniently located on campus.

The TEIEP has a main Library facility on the Arta campus and smaller branches on the other locations. The EEC had the chance to observe the main Library facility but not to have an extensive tour of it. However, a wealth of information about the Library's capabilities was gathered and the IER's section on the Library is the most extensive and detailed of all other student Support Facilities. The IER presents detailed tables of statistical information on several typical performance parameters, services offered, even seminars, expenditures, inter-library cooperative relationships, electronic bibliographical sources, subscriptions to data bases and others. Least but not last, there is good electronic infrastructure to serve student and academic staff investigative and research needs.

<i>Please decide in respect to the specific evaluation area (&amp;5.1):</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

With regard to the categories of Central Administration services, the EEC recognizes the need for improvement in a number of these, such as IT Services, Public and International Relations, Foreign Language services, Social and Cultural activities and Halls of Residence. In the other categories the EEC feels that the work is carried out satisfactorily, given the levels of available funding and personnel. The rating reflects the fact that in the categories where deficiencies exist, the institution has demonstrated progress, such as in the case of the IT support systems.

## ***5.2 Operation of the Central Administration of the Institution – Conclusions and recommendations***

*Please complete the following sections regarding the operation of the Institution’s central administration :*

***Underline specific positive points:***

- Given that the institution’s research activity is expected to focus on applied projects that may result in direct benefits to the region and its stakeholders, the concentration on seeking grant money with this goal in mind is positive.

***Underline specific negative points:***

- Student Employment and Career Center and Internship Office are of vital importance to the institution to be staffed only by temporary personnel.
- On the International Relations domain TEIEP does not seem to have any centralized support mechanisms other than the ERASMUS Office

***Make your suggestions for further development of the positive points:***

- TEIEP should increase its support and exposure of the Department of Traditional Music as it seems to be a public relations vehicle that can enhance the institution’s image in the region.

***Make your suggestions on needed steps for improvement:***

- The EEC recommends that efforts for integration and interconnectivity of all IT operational modules should be accelerated to provide true, centralized interconnectivity.
- In line with a previous recommendations regarding the continuity of the relationship and communications with the alumni, the institution should consider undertaking the task of organizing them more effectively, perhaps through the formal establishment of an alumni association with elected officers.

## **6. CONCLUSION AND RECOMMENDATIONS**

*In connection with the*

- general operation of the Institution
- development of the Institution to this date and its present situation
- Institution's readiness and capability to change/improve
- Internal system of Quality Assurance of the Institution

*please complete the following sections:*

***Underline specific positive points:***

- Overall, the EEC feels that the chances of further improvement of the institute are good.

***Underline specific negative points:***

- Ongoing building and infrastructure investments by the TEIEP at the Igoumenitsa and Preveza campuses are not consistent with the parallel "wish" to evolve the TEIEP into a two-site (Arta and Ioannina) institute.

***Make your suggestions for further development of the positive points:***



***Make your suggestions on needed steps for improvement:***

- Responding to the needs of the society and the economy at regional and local levels in consistency with the mission of the TEIs. Improving the tripartite cooperation between TEIEP, the University of Ioannina and the Region of Epirus.
- Need for strengthening the procedures of evaluation of academic staff by the students. Foster active student involvement in filling the questionnaires, overcoming students' concerns.
- Encourage students' participation in decision-making procedures at institutional level.
- The EEC fully endorses the efforts of the academic staff of TEIEP aiming to the improvement of research activity and improvement of its research performance. However, the EEC believes that this research activity should primarily focus on the principal research mission of the TEIs serving on the one hand the specific educational identity of the TEIs (focusing on the application of science, technology and arts) and on the other hand the role of the TEIs in the society and the economy. In other words, the research activities of TEIEP should be purposeful and focused, aiming to meet the role and the mission of the TEIs.
- The EEC realises that the restrictions in staffing and funding due to the economic crisis in Greece have caused problems and difficulties to the decentralised development and functioning of TEIEP in four geographical sites. The EEC also understands that these problems have been intensified and multiplied because of irrational (incoherent) and unjustified interventions in the organisation of the study programmes and the degree structure imposed by the "Athena Plan" (concerning primarily the transformation of existing study programmes to specialties – either introductory or in advanced semester). However, the EEC believes that TEIEP should not hasten in seeking to decrease the number of geographical sites (e.g. by transferring to Arta the Departments of Igoumenitsa and Preveza) without a previous in depth analysis of the positive and negative implications of such a movement. In parallel, TEIEP should increase and systematise its efforts towards the Ministry of Education and the Region of Epirus in order to overcome the existing obstacles and/or minimise any negative effects.
- The EEC recommends that priorities and milestones are set so that the gradual implementation of the institutional strategic goals has a chance to become reality.

**General Recommendations**

- The EEC considers that of major importance for the Greek Higher Education system is a stable environment in terms of legislation, funding and autonomy of HEIs. Continuous changes hamper the ability of HEIs to strategically plan, develop and improve, and undermine the quality of the Greek Higher Education system.
- The prohibitive legislative framework that stifles the exploitation of innovative HEIs spin off companies needs to be reformed and greatly simplified through a revised legal framework by central government. The procedures and financial burden to set up start up and spin off companies must be eliminated. Spin off companies will then emerge much easier not only from TEIEP but generally from all HEIs in Greece.

## 6.1 Final decision of the EEC

<i>Please decide in respect to the overall Institutional evaluation:</i>	Tick
<b>Worthy of merit</b>	
<b>Positive evaluation</b>	X
<b>Partially positive evaluation</b>	
<b>Negative evaluation</b>	

*Justify your rating:*

Taking into consideration the detailed evaluation results of all specific sections above, the EEC concludes the final decision of “positive evaluation” for TEIEP.

**The Members of the Committee**

**TECHNOLOGICAL EDUCATIONAL INSTITUTE OF EPIRUS**

Name and Surname

Signature

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